

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WHIDDON RODGERS EDUCATION CENTER

District Name: Broward

Principal: Linda Thomas

SAC Chair: Olga Wilson, Bori Lenard

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-13-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
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325 West Gaines Street  
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## VISION and MISSION STATEMENTS

**Vision:** Whiddon-Rogers is an alternative high school center of excellence, innovation, and diversity.

**Mission:** To offer a safe and secure learning environment, which affords alternative educational opportunities to a distinct student body and provides the necessary resources to successfully obtain a high school diploma or its equivalence as students become life-long learners.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Whiddon-Rogers sits on a major East/West artery less than a mile away from Port Everglades in the city of Fort Lauderdale. The school uniquely sits in a community in which it does not serve. All students are transported in from other areas of the central regions of Broward County. Less than matriculates from the community.

#### Unique School Strengths for Next Year

- Unique School Strengths for Next Year:
- Open enrollment.
- Easy transition from high school to Adult Ed.
- Multiple options are available for attainment of a high school diploma.
- Small class sizes.
- Full-time support staff and full-time family counselor.
- Offer several different opportunities to obtain a diploma including: Computer-assisted instruction, Exit Option, standard diploma, and GED.
- We offer social services including family counseling.

#### Unique School Weaknesses for Next Year

- Unique School Weaknesses for Next Year:
- Whiddon's transient community, and our kids are sent to us; therefore the school lacks a strong parental and community support system.
- Whiddon-Rogers does not serve a particular neighborhood or innovation zone. The students served come from anywhere in the Central area of the district. As a result, Whiddon-Rogers lacks the support of a strong parental and community base.

#### Student Demographics

2009-92.7% Black; 4.85% Hispanic; 1.56% White; .31% Asian  
2008-94% Black; 2.89% Hispanic; 2.60% White; .14% Asian  
2007-93.2% Black; 3.35% Hispanic; 3.14% White; .20% Asian

#### Student Attendance Rates

2009: 80.10%  
2008: 83.70%  
2007: 86.70%

#### Student Mobility

N/A

#### Student Suspension Rates

**In-School Suspension:**  
2009: 61.30%  
2008: 59.70%  
2007: 82.10%

**Out-of-School Suspension:**  
2009: 30.70%  
2008: 36.90%  
2007: 62.40%

#### Student Retention Rates

2009: 38.00%  
2008: 54.77%  
2007: 86.07%

#### Class Size

**4-8 Average**  
2009: 12.00  
2008: 20.84  
2007: 18.00

**9-12 Average**  
2009: 18.80  
2008: 21.01  
2007: 24.11

#### Academic Performance of Feeder Pattern

Boundaries include all middle and high schools Commercial Blvd. to the north and State Road 84 to the south.

#### Partnerships and Grants

BSO Main Jail, DJJ, FOSI, PACE, African-American Research Library, Bank of America, and Armed Forces

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Linda Thomas	School Principalship K- 12 Certification;  Bachelor of Science Degree - Business Administration. Minor in Education	9	13	P" Grades 2005-Present
Assis Principal	Charisse Mosley	Bachelor of Arts in English; Master of Arts in Teaching; Specialist in Education	5	1	06-07 "P"; 07-08 "P";

		Leadership; Middle Grades English 5-9; Education			
Assis Principal	Perry Egelsky	Masters in Educational Leadership/ Barry University.....Teaching Certification/Physical Education 6- 12.....Alternative Education 6- 12.....Administration/K -12	1	5	2007/2008 North Central AES Program @ Lauderdale Lakes Middle School. Helped turn the School from a "D" to a "C" through reduction of the number of students externally suspended through intense social and educational remediation. There was a 37% reduction in the number of students placed in the program at least 1 time. There was a 22% reduction in the number of students placed in the program more than 1 Time. There was an increase in academics acheivement. There was an 8% increase of level 1 students moving to level 2.  2008/2009 Whiddon Rogers Education Center. There was a decrease in the number of referrals from 2007/2008 to 2008/2009. There were 1979 referrals in 2007/2008 as compared to 1491 referrals in 2008/2009. We also had a reduction in the number of external suspension incidents. In 2007/2008 there were 1594 incidents as compared to 1106 in 2008/2009.This reduction of 488 referrals and 488 suspension incidents is due to increased interventions between student/parent, student/teacher, student/administrator, and teacher administrator. A Character Assistance Program was designed and implemented. While entering the program, students were given intense academic remediation, social remediation, and extensive interventions. A social worker did "pull-outs" along with the BSO SRO. Tutors also worked with low performing students offering intense remediation through differentiated instruction and ensuring that lessons had rigor and relevance. School Grade of P for the past two years
Assis Principal	Mark Howard	Masters in Ed. Leadership; Certification in Administration and Supervision Certification in Science 5-9	2	2	School Grade of P for the past two years  2007-2008 – FCAT Middle School Academy Program • Reading: 6% met proficiency • 55% of students in the lowest 25% demonstrated learning gains • Math: 3% met proficiency • Increased Learning Gains in Math: 45% • Writing: 71% met proficiency  2008-2009 FCAT Middle School Academy Program • Reading: 19% met proficiency • Math: 29% met proficiency • Math: 73% Writing: 74% met proficiency
Assis Principal	Elizabeth Tatum	Ed.Leadership K- 12 MS  English 6-12  ESOL Endorsed	1	10	2006-2009 Northeast High School  School grade: C  AYP: No

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Olga Wilson	Masters in Reading/Reading Certification K-12	2	2	P, P 22% Learning gain 2008 16% Learning gain 2007
Math	Renee Hudson	Masters in Curriculum and Instruction / Certification Math 5-9 and Math 6- 12	4		P, P 41% Learning gain 2008 35% Learning gain 2007

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1. NESS	Cassandra Adderley	June 2010	
2. 8 Professional Study Days	Sydney Culver	May 2010	
3. PLC	Sydney Culver	May 2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
54	0	28	35	37	33	100	20	3	33

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A No new teachers for 2009	N/A	N/A	N/A
PLCs: Science/English Departments Math/Electives Departments Reading/Social Studies Departments Guidance and ESE Departments	Sydney Culver and PDD/PLC Community (Facilitators)	Departments were paired according to how each supports student learning	September 3, 2009 - Data Disaggregation. October 1, 2009, Classroom Foundations. November 17, 2009-The Writing Process. November 18, 2009-The Writing Process. December 3, 2009-Thematic Units and Planning. January 7, 2010-The Writing Process. March 4, 2010-Thematic Planning Across the Curriculum. May 6, 2010-Data Disaggregation and Reflection.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

Thompson Academy and DJJ receive supplemental resources and funds for teacher assistants

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

ABE/GED and ESOL and Computer Assisted Instruction (formally known as DBI)

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal, Assistant Principals, Department Heads and those seeking leadership experience

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Meetings are held once a month. Instructional leaders and APs serve as facilitators, minutes are taken and shared with faculty. Information is disseminated via team leaders and department chairs.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Describe the plan to train staff on RtI.

## Plan

### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Our 10th graders were weak in all benchmark areas of Reading, specifically Words and Phrases in Context where 0% met criteria. In Math, our 10th graders struggled in specifically in Geometry and Spatial Sense and Measurement. The mean writing score was 2.2 meaning 51% scored below a Level 3. 94% scored below a level 2 in Science

### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFC is data driven. Once FCAT data is pulled the IFC is then broken down by benchmarks and specific weaknesses on a day-to-day basis. Those who are Classroom Walkthrough trained and Department Chairs monitor the implementation of the IFC.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Geometry and Spatial Sense and Measurement for Math. Words and Phrases in Context, Comparisons and Cause and Effect as well as Reference and Research for Reading. Essay writing will be a cross-curricular focus (LA.B.1.4.1 Prewriting Strategies; LA.B.1.4.2 Revising/Writing Process; LA.B.2.4.3 Writing for a Variety of Purposes) and Science where weakness was strong; the focus will be a consistent review basis of Strands A-E.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

A Professional Study Day will focus on data disaggregation, and allow teachers to learn how to access individual students' test scores. Once data is pulled, a Data Chat will take place with an administrator in order to form a plan for specific students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers are encouraged to use the lesson plans and Instructional Focus Calendar(s)/IFCs provided by the District in BEEP. Students are enrolled in ACT Prep in order to prepare for college entry. Students meet regularly with their Brace Advisor to discuss school and employment options. All students are exposed to electives such as Business, Culinary Ops, Television Production, and a variety of Technical Center Shared time programs, all of which prepare students for a future career.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Teachers are encouraged to use the lesson plans and Instructional Focus Calendar(s)/IFCs provided by the District in BEEP. Students are instructed to meet with guidance towards the end of the year for proper academic and career planning conferencing. In May, An open house of electives and course offerings takes place so students can inquire and receive assistance with their schedules.

## DO

### Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers set an objective based on the IFC, curriculum maps and their content area. The OMAE (Objective, Methodology, Assignment and Evaluation) model is used to devise lesson plans. Lessons are delivered through the highest of the 9 High-Yield Strategies as well as strategies from the ESOL Matrix.

How are instructional focus lessons developed and delivered?

Lessons are developed from student data and delivered through the highest of the 9 High-Yield Strategies as well as strategies from the ESOL Matrix.

How will instructional focus lessons be revised and monitored?

Based on individual student data and learning gains. Teachers and the Leadership team will monitor focus lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini Assessments I Math, Reading, Writing and Science will take place weekly. An in-house Benchmark Assessment Test, as well as BAT and FCAT will be used to monitor instruction and progress.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Students must score a 70% in order to reach mastery.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Weekly assessments and testing are documented on specific days of the IFC.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The 8 PDD's will incorporate PLC's and help teams monitor and modify progress and curriculum.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

CWT and leadership meetings monthly will keep the staff involved in the learning process and aware of what's happening academically in the classrooms.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Writing pullouts, reading remediation, double dosing and small group lessons will serve as interventions for those in the lowest quartile

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students will be pulled out individually for intensive instruction.

How does the school identify staff's professional development needs to improve their instructional strategies?

The staff was sent a survey at the end of the year to determine student needs and PLC's were assigned at the end of the school year.

Which students will be targeted for supplemental and intensive instruction/interventions?

The lowest 25% and the students who are on the cusp of passing and need a little individual academic intervention.

How will the effectiveness of the interventions be measured throughout the year?

Test scores and teacher data.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Honors classes have been implemented in the core content areas in order to enrich and challenge accelerated students.

Describe how students are identified for enrichment strategies.

Previous classroom grades, teacher recommendations and test scores.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
PLC's are organized by subject area	Richards, Wilson, Culver, Lenard, Smith, Holland, Shaw, and Moncrief	Leaders meet once a month, community meets during the 8 designated PDD's	Sep 3, Oct. 1, Nov 17-18, Dec 3, Jan 7 March 4, and May 6	Effective classroom processes using data as a focal

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification  
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

### Pre-School Transition

N/A

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The High School Feedback Report revealed: 36.3% scored a level 3 or higher on the Math FCAT and only 9.09% scored a level 3 or higher on the Reading. Only 27% of 10th graders participated in the PSAT and the graduation rate was 9.09%. Based on this report, Whiddon-Rogers has instituted a full-time elective class for ACT prep, which will boost graduation rates, assist with test-taking skills and remediate in math, reading and writing.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Reference and Research		Teachers will utilize the FCIM, the IFC to provide instruction and activities to increase student learning and mastery in Reference and Research.		
Eighth Graders: Students Tested 89 students; Mean Scale 266; and Level 3 and above - 19 students; and Tenth Graders: Tested 115 students; Mean Scale 215; and Level 3 and above, 3 students-ESE and ESOL are all inclusive in the above listed data)				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Research and gather information to complete unit projects. 2. Mini-lessons engaging students in reference and research activities. 3. Implement the use of graphic organizers, notetaking, summarizing activities.	1. Olga Wilson (Reading Coach)  Perry Egelsky (AP) 2. Olga Wilson (Reading Coach)  Perry Egelsky (AP) 3. Olga Wilson (Reading Coach)  Perry Egelsky (AP)	1. Teacher instruction and observation, Unit Projects, Classroom assignments. 2. Teacher instruction and feedback. 3. Teacher instruction, Chapter and Unit projects, oral presentation, classroom assignments and activities	1. Classroom Observation Tool and Teacher Observation.  2. Teacher observation, FAIR Assessments, BAT I and BAT II, and FCAT 3. Classroom Observation Tool, Teacher observation, FAIR Assessments, BAT I and BAT II, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Comparisons		Teachers will provide classroom instruction and activities to increase student learning, application, and mastery in Comparisons		
(Eighth Graders: Students Tested 89 students; Mean Scale 266; and Level 3 and above - 19 students; and Tenth Graders: Tested 115 students; Mean Scale 215; and Level 3 and above, 3 students-ESE and ESOL are all inclusive in the above listed data)				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Compare and contrast characters, characteristics, and events. 2. Mini-lessons engaging students in comparing and contrasting information. 3. Implement the use of graphic organizers to compare and contrast information.	1. Olga Wilson (Reading Coach)  Perry Egelsky (AP) 2. Olga Wilson (Reading Coach)  Perry Egelsky (AP) 3. Olga Wilson (Reading Coach)  Perry Egelsky (AP)	1. Teacher assigned reading selections 2. Teacher instruction and feedback. 3. Novel study, teacher instruction and observation, assignments/activities.	1. Reading program test, unit assessment, FAIR Assessments, BAT I and BAT II, and FCAT 2. Teacher observation, FAIR Assessments, BAT I and BAT II, and FCAT 3. Classroom Observation Tool, Teacher observation, FAIR Assessments, BAT I and BAT II, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Words and Phrases		Integrate graphic organizers and cooperative structures		

(Eighth Graders: Students Tested 89 students; Mean Scale 266; and Level 3 and above - 19 students; and Tenth Graders: Tested 115 students; Mean Scale 215; and Level 3 and above, 3 students-ESE and ESOL are all inclusive in the above listed data)		such as: VIS, Frayer Model, web mapping, essay writing		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Instruct student on vocabulary strategies such as use of prefixes, suffixes, synonyms, antonyms, context clues. 2. Mini-lessons engaging students in utilizing words and phrases activities 3. Integrate graphic organizers and cooperative structures such as: VIS, Frayer Model, web mapping, essay writing,	1. Olga Wilson (Reading Coach) Perry Egelsky (AP) 2. Olga Wilson (Reading Coach) Perry Egelsky (AP) 3. Olga Wilson (Reading Coach) Perry Egelsky (AP)	1. Students will engage in Unit vocabulary study as a pre-reading activity 2. Students will complete classroom activities in identifying unfamiliar words. 3. Students will present and discuss the graphic organizers in classroom presentations.	1. Teacher observation, Unit assessment and projects, FAIR Assessments, BAT I and BAT II, and FCAT 2. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT 3. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea and Purpose  (Eighth Graders: Students Tested 89 students; Mean Scale 266; and Level 3 and above - 19 students; and Tenth Graders: Tested 115 students; Mean Scale 215; and Level 3 and above, 3 students-ESE and ESOL are all inclusive in the above listed data)		Teachers will instruct student on strategies to identify main idea and author's purpose.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Instruct students on strategies to identify main idea such as use of topic sentence. 2. Mini-lessons engaging students in identifying the main idea and author's purpose 3. Instruct students on strategies to identify author's purpose such as to inform, to entertain, or to persuade.	1. Olga Wilson (Reading Coach) Perry Egelsky (AP) 2. Olga Wilson (Reading Coach) Perry Egelsky (AP) 3. Olga Wilson (Reading Coach) Perry Egelsky (AP)	1. Provide written and oral practice activities for students to identify the main idea. 2. Provide mini-skill activities engaging students in activities to identify main idea and author's purpose. 3. Provide written and oral practice activities for students to identify the author's purpose.	1. Teacher observation, Unit assessment and projects, FAIR Assessments, BAT I and BAT II, and FCAT 2. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT 3. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Vocabulary Development  (Eighth Graders: Students Tested 89 students; Mean Scale 266; and Level 3 and above - 19 students; and Tenth Graders: Tested 115 students; Mean Scale 215; and Level 3 and above, 3 students-ESE and ESOL are all inclusive in the above listed data)		Teacher will provide vocabulary instruction through use of graphic organizers to increase student learning, application, and mastery.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Instruct student on vocabulary strategies such as use of prefixes, suffixes, synonyms, antonyms, context clues. 2. Mini-lessons engaging students in utilizing vocabulary strategies to define unfamiliar words. 3. Integrate graphic organizers and cooperative structures such as: VIS, Frayer Model, web mapping, essay writing,	1. Olga Wilson (Reading Coach) Perry Egelsky (AP) 2. Olga Wilson (Reading Coach) Perry Egelsky (AP) 3. Olga Wilson (Reading Coach) Perry Egelsky (AP)	1. Students will engage in Unit vocabulary study as a pre-reading activity 2. Students will complete classroom activities in identifying unfamiliar words. 3. Students will present and discuss the graphic organizers in classroom presentations.	1. Teacher observation, Unit assessment and projects, FAIR Assessments, BAT I and BAT II, and FCAT 2. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT 3. Teacher observation and feedback, FAIR Assessments, BAT I and BAT II, and FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase student reading, and writing mastery by implementing prewriting strategies.	The PLC will focus on how to successfully implement pre-writing strategies and graphic organizers to increase student reading, writing, and communication mastery.	PLCs	August 2009-May 2010	Teachers will meet with PLCs, and provide Reflection Logs.	Olga Wilson, Mary Shaw and Sydney Culver
To increase student mastery in identifying and utilizing reference and research skills and strategies.	Teachers will be trained by The Reading Coaches on how to provide instruction on FCAT short and extended responses, note-taking, and summarizing strategies to meet the individual needs of students.	Olga Wilson and Mary Shaw	August 2009-May 2010	Knowledge-building (researched-based information) and Shared Best Practices Presentations	Olga Wilson, Mary Shaw, and Perry Egelsky

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The Reading Coaches and PLC Facilitators will coach, model, and monitor all instructional staff to implement reading and writing instruction across the curriculum providing professional development and daily support using CRISS and/or MCREL learning strategies, through the use of reading journals, reading logs, summarizing, note-taking, graphic organizers, student writing assignments, activities, and projects.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Motivate and engage students in reading beyond the standard curriculum Accelerated Reader	School Budget	\$6,500.00
Assists students with building correct structural sentences and grammatically correct phrases. Focus of Grammar	School Budget	\$1,000.00
Provide students an all inclusive reading, writing and language program. EDGE/Shining Star/ACT Prep./Topics from the Restless/Reading XL	School Budget	\$5,000.00
		Total: \$12,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Increase FCAT Reading scores: Compass Odyssey	District Budget	\$0.00
To provide resources and practice activities to increase reading skills: EDGE Online	District Budget	\$0.00
To provide instructional resources for students and staff: BEEP	District Budget	\$0.00
Increase language acquisition for ELL students: Ellis	School Budget	\$1,000.00
To utilize digital tools for instructional delivery and assessment: Multi-media Cart, Laptop, Reading Lab, Wireless Cart	School Budget	\$10,000.00
To progress monitor students: FAIR Assessment	State Budget	\$0.00
To input and monitor student data: Virtual Counselor	District Budget	\$0.00
		Total: \$11,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
To increase staff knowledge building, classroom effectiveness, and learning. PDD/PLC	School Budget	\$1,000.00
To increase staff knowledge and proficiency to assist with progress monitoring students FAIR Assessment Training	District Budget	\$0.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

## Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Geometrical Relationships  (Eighth Graders: Students tested 84 students; Mean Scale 276; and Level 3 and above 29 students; and Tenth Graders: Tested 108; Mean Scale 269; Level 3+, 28 students-ESE and ESOL are all inclusive in the above listed data)		All students will review problem solving performance task questions to enhance problem solving and critical thinking skills addressing the Geometry strand on the SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> <li>Integrate differentiated instruction using the 8-Step Instructional Process and Marzano's High Yield Strategies.</li> <li>Explain and illustrate the use of geometrical terms and concepts; make connections to use of terms in everyday application and language.</li> <li>Infused IFC (Instructional Focus Calendar) to support direct instruction by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments</li> </ol>	<ol style="list-style-type: none"> <li>Renee Hudson (Math Coach)</li> <li>Cassandra Adderley (Dept. Chair)</li> <li>Renee Hudson (Math Coach) and Cassandra Adderley (Dept. Chair)</li> </ol>	<ol style="list-style-type: none"> <li>Construct math tests, which incorporate real world applications at all levels of high order thinking skills.</li> <li>Test data will be used to monitor student progress and areas needing reteaching for continuous progress and to provide accommodations and modifications to the curriculum.</li> <li>The Math Department Chair and Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.</li> </ol>	<ol style="list-style-type: none"> <li>District BAT 1 and BAT 2</li> <li>In-House Mini-BAT Assessments</li> <li>Lesson Study Plan</li> </ol>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Measurement  (Eighth Graders: Students tested 84 students; Mean Scale 276; and Level 3 and above 29 students; and Tenth Graders: Tested 108; Mean Scale 269; Level 3+, 28 students-ESE and ESOL are all inclusive in the above listed data)		All students will review problem solving performance task questions to enhance problem solving and critical thinking skills addressing the Measurement strand on the SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> <li>Incorporate appropriate graphs and charts, cooperative learning activities, modified class work, one-to-one instruction with teacher and paraprofessional aide, and</li> </ol>	<ol style="list-style-type: none"> <li>Cassandra Adderley (Dept. Chair)</li> <li>Cassandra Adderley (Dept. Chair)</li> <li>Renee Hudson (Math Coach) and Cassandra Adderley</li> </ol>	<ol style="list-style-type: none"> <li>Administer short daily warm-up problems and implement additional remediation strategies to increase retention of concepts.</li> <li>Test data will be used to</li> </ol>	<ol style="list-style-type: none"> <li>District BAT 1 and BAT 2</li> <li>In-House Mini-BAT Assessments</li> <li>Lesson Study Plan</li> </ol>

	<p>extended time on learning plans and tests.  2. Name, explain, and give examples of measurement standards, limitations equivalency and application; explain why they are necessary  3. . Infused IFC (Instructional Focus Calendar) to support direct instructions by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments</p>	(Dept. Chair)	<p>monitor student progress and areas needing reteaching for continuous progress and to provide accommodations and modifications to the curriculum.  3. The Math Department Chair and Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.</p>	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Algebraic Thinking  (Eighth Graders: Students tested 84 students; Mean Scale 276; and Level 3 and above 29 students; and Tenth Graders: Tested 108; Mean Scale 269; Level 3+, 28 students-ESE and ESOL are all inclusive in the above listed data)		All students will review problem solving performance task questions to enhance problem solving and critical thinking skills addressing the Algebraic strand on the SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Distinguish between numerical and algebraic expressions, correct translation of mathematical expressions, solve equations, and explains how to illustrate the rules of Algebra.  2. Review problem solving performance task questions to enhance problem solving and critical thinking skills addressing the Algebra strand on the SSS.  3. Infused IFC (Instructional Focus Calendar) to support direct instructions by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments</p>	<p>1. Cassandra Adderley  2. Cassandra Adderley (Dept. Chair)  3. Renee Hudson (Math Coach) and Cassandra Adderley (Dept. Chair)</p>	<p>1. Integrate multiple choice, gridded, and written response problems to identify mastery on algebraic concepts.  2. Test data will be used to monitor student progress and areas needing reteaching for continuous progress and to provide accommodations and modifications to the curriculum.  3. The Math Department Chair and Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.</p>	<p>1. District BAT 1 and BAT 2  2. In-House Mini-BAT Assessments  3. Lesson Study Plan</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data Analysis  (Eighth Graders: Students tested 84 students; Mean Scale 276; and Level 3 and above 29 students; and Tenth Graders: Tested 108; Mean Scale 269; Level 3+, 28 students-ESE and ESOL are all inclusive in the above listed data)		All students will review problem solving performance task questions to enhance problem solving and critical thinking skills addressing the Data Analysis strand on the SSS		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Use United Streaming on BEEP to address areas of weakness in the probability and data analysis strand.  2. Organize loose data, analyze and compare quantities, construct, interpret, and connect different graphs to different sets of data and purposes</p>	<p>1. Renee Hudson  2. Cassandra Adderley (Dept. Chair)  3. Renee Hudson (Math Coach) and Cassandra Adderley (Dept. Chair)</p>	<p>1. Renee Hudson  2. Cassandra Adderley (Dept. Chair)  3. Renee Hudson (Math Coach) and Cassandra Adderley (Dept. Chair)  1.  2.  3. The Math Department Chair and Math Coach will</p>	<p>1. District BAT 1 and BAT 2  2.. In-House Mini-BAT Assessments  3. Lesson Study Plan</p>

3. Infused IFC (Instructional Focus Calendar) to support direct instructions by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments	be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Vocabulary Development  (Eighth Graders: Students tested 84 students; Mean Scale 276; and Level 3 and above 29 students; and Tenth Graders: Tested 108; Mean Scale 269; Level 3+, 28 students-ESE and ESOL are all inclusive in the above listed data)		Teachers will use the NCTM Communication Process Standard to increase writing proficiency in the content area		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use pre-writing strategies, word walls, graphic organizers, and Inspirations to help students develop reading, writing, and communication skills 2. Incorporate Metacognition to elicit writing and oral communication about how students think and learn math. 3. Infused IFC (Instructional Focus Calendar) to support direct instructions by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments.	1. Renee Hudson (Math Coach) 2. Cassandra Adderley (Dept. Chair) 3. Renee Hudson (Math Coach) and Cassandra Adderley (Dept. Chair)	1. Administer, score, and provide feedback on writing persuasive and expository essays in mathematics 2. Participate in regularly scheduled learning communities to analyze and discuss data, student work, best practices, and monitor progress of the SIP. 3. The Math Department Chair and Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.	1. Teacher-made Rubrics 2. PGP 3. Lesson Study Plan

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
To increase student math, and writing mastery by implementing prewriting strategies.	The PLC will focus on how to successfully implement pre-writing strategies and graphic organizers to increase student reading, writing, and communication mastery.	PLCs	August 2009-May 2010	Teachers will meet with PLCs, and provide Reflection Logs.	Gale Holland and Bori Lenard
To increase student mastery in identifying and utilizing math skills and strategies.	Teachers will be trained by The Math on how to provide instruction on FCAT short and extended responses, note-taking, and summarizing strategies to meet the individual needs of students.	Renee Hudson	August 2009-May 2010	Knowledge-building (researched-based information) and Shared Best Practices Presentations	Renee Hudson and

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards graduation: Curriculum Software (Apex)	District Budget	\$0.00
Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	\$1,000.00
		Total: \$1,000.00

Technology		
Description of Resources	Funding Source	Available Amount
Curriculum program will offer various pathways to meet specific needs of students who are progressing towards graduation: Apex Learning Software	District Budget	\$0.00
A wireless laptop cart will be utilized to assist teachers with diagnosing and remediating students math skills: Understanding Math Plus	School Budget	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teachers will be trained by Math Coach on how to successfully implement pre-writing strategies and graphic organizers to increase students' communication proficiency: Math Coach's Institute	District Budget	\$0.00
The PLC will focus on FCAT Writing, FCAT short and extended responses for Math and use data to meet the individual needs of student: PLC Facilitation	District Budget	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$11,000.00		

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, the mean scale score for students on the Science FCAT was 213.		By June 2010, the mean scale score for students on the Science FCAT will increase by 25%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Address all benchmarks utilizing a science instructional focus calendar weekly	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science FCAT
2	Scientific Thinking benchmark will be interwoven into daily instruction.	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science FCAT Teacher made assessments
3	Students will participate in hands-on enrichment to connect learning and relate scientific thinking.	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	Classroom observations Lesson Plans Weekly communication with instructors Lab reports
4	Teachers will develop test questions aligned to test item specifications	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science FCAT Teacher made assessments
5	Teachers will participate in test specs training	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science FCAT Teacher made assessments
6	Students will participate in school-wide science fair	Science Department Chair Science Teacher	Communication with instructor and Department chair Student participation log	Science FCAT Science Fair

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, the mean scale score in the following areas: Scientific Thinking, Physical and Chemical Science, Earth and Space Science and Life/Environmental Science will increase	Understanding and utilization of science test specs	Katie Moncrief	9/2009	CWT Classroom Observation	Content Area AP
By June 2010, the mean scale score in the following areas: Scientific Thinking, Physical and Chemical Science, Earth and Space Science and Life/Environmental Science will increase	Implementation of hands-on connection	Katie Moncrief	9/2009	CWT Classroom Observation	Content Area AP
To increase student reading, and writing mastery by implementing prewriting strategies.	The PLC will focus on how to successfully implement pre-writing strategies and graphic organizers to increase student reading, writing, and communication mastery.	PLCs	August 2009- May 2010	Teachers will meet with PLCs, and provide Reflection Logs.	Katie Moncrief and Christine Richards

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Apex	District	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Lab Resources	District Science Department	\$500.00
Total: \$500.00		
Final Total: \$500.00		

*End of Science Goal*

## Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on FCAT data: Only 18% received a 3.5 or higher on the Writing Essay portion.		To increase writing scores by 32%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Weekly writing test assessments 2. 10th grade specific writing team	1. Culver 2. Culver, Richards and McNish 3. Culver, Lenard,	1. Only 22 students received a 3.5 or higher on the FCAT, many due to language barriers. 2010	1. 2010 FCAT data 2. 2010 FCAT data 3. 2010 FCAT data and graduation rates.

	3. 8 PDD's dedicated to improving writing across the curriculum	Wilson, Richards, Smith, Moncreif and Holland	FCAT writing scores will be used to determine success. 2. Only 22 students received a 3.5 or higher on the FCAT, many due to language barriers. 2010 FCAT writing scores will be used to determine success. 3. Teacher survey	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on inconclusive data on the Essay Writing portion of the ACT.		Expand student participation in taking the Writing portion of the ACT to improve composite scores		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. ACT prep assigned to all seniors who require services 2. Mandatory PSAT participation for all tenth graders 3. Weekly writing prompts	1. Guidance, Culver and Saintil 2. Guidance, Culver and Saintil 3. Culver	1. Graduation rates, college acceptances and ACT scores above a 15. 2. Amount of students tested, and mean PSAT scores 3. Teachers will grade essays and monitor student achievement by use of a writing portfolio.	1. ACT 2. PSAT 3. BEEP Mini-Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase student reading, and writing mastery by implementing prewriting strategies.	The PLC will focus on how to successfully implement pre-writing strategies and graphic organizers to increase student reading, writing, and communication mastery.	PLCs	August 2009-May 2010	Teachers will meet with PLCs, and provide Reflection Logs.	Katie Moncrief and Christine Richards
To increase student writing proficiency by utilizing the 6-traits.	Teachers will assign weekly writing prompts and provide student feedback/conferencing (one-on-one and peer)based on the 6-traits rubric.	English Teachers	August 2009-May 2010	Teachers will conference one-on-one with students and department head.	Sydney Culver

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Increase graduation rates: ACTonlineprep	School budget	\$510.00
Increase scores to 15 and above on the ACT: ACT workbooks	District budget	\$0.00
Capture students in danger of not receiving a high school diploma: APEX online	District funding	\$0.00
		Total: \$510.00
Technology		
Description of Resources	Funding Source	Available Amount
Increase FCAT Reading scores: Compass Learning	District budget	\$0.00
Internet/Research	District budget	\$0.00
Word Document/Type Essays	School budget	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Initiate learning communities, develop a focus, examine data in order to increase student achievement: 8 PDD's	School budget/district	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ACT		To increase graduation rates by 30%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Integrate an ACT college prep course for all 11th and 12th graders in preparation for graduation.	1. Sydney Culver	Pretests	1. College Board ACT test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve writing scores On the FCAT and ACT		To increase writing scores by 32%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop a school-wide writing initiative plan to distinguish strengths and weaknesses in writing. 2. Teachers will administer weekly prompts for 8th, 9th and 10th graders. 3. Infuse Writing IFC to support direct instruction.	1. Charisse Mosley (AP) 2. Sydney Culver (Dept Chair) 3. Building site level administrators	1. Assess weekly writing using the Mini-Bats from BEEP. 2. Conference and frequently monitor students writing assignments. 3. The English department chair will be available for daily support helping students to acquire basic and higher level skills.	1. FCAT 2. FCAT 3. College Board ACT test and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improving overall FCAT Reading scores		To provide guided practice and independent application to support increased reading comprehension skills.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will utilize a scaffold approach to instruction using the newly adopted Edge Reading program. 2. Students will write before, during and after the reading lesson infusing activities from the Edge curricular units. 3. Teachers will provide modified class work, which will enable ELL students to comprehend skills and concepts.	1. Perry Egelsky (AP) Olga Wilson (Reading Coach) 2. Perry Egelsky (AP)  Olga Wilson (Reading Coach) 3. Perry Egelsky (AP)  Olga Wilson (Reading Coach)	1. Specific timeline assessments and re-teaching strategies will be administered on a bi-weekly basis. 2. Administer ongoing assessments through the Edge Reading program to reevaluate individual student needs. 3. Utilize Shining Star in order to increase vocabulary, comprehension and fluency	1. BEEP mini-assessments 2. Edge Reading program. "Florida Test Practice Blackline Masters." 3. Shining Star program assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Attendance			Increase our daily attendance average by 35%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Parent link to inform parents about student absences on a daily basis. 2. School social worker will make home visits and phone calls to check on students who have missed five or more days each quarter. 3. Parents will be able to access Pinnacle via web address to stay informed.	1. Perry Egelsky (AP) Ms. Nesbitt (Social Worker) Pam Doe (Attendance clerk) 2. Perry Egelsky (AP) Ms. Nesbitt (Social Worker) Pam Doe (Attendance clerk) 3. Perry Egelsky (AP) Ms. Nesbitt (Social Worker) Pam Doe (Attendance clerk)	1. Monthly school attendance reports from Virtual Counselor. 2. Parent and student sign in and out logs and Pinnacle generated report. 3. Social worker report.	1. DWH school attendance report. 2. DWH school attendance report. 3. DWH school attendance report.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Behavior			Continue to utilize behavior modification strategies to decrease the number of referral and suspensions by 20%	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly utilization of the CPST. 2. Increase phone calls to parents. 3. Increased documentation on the parent contact log.	1. Dana Allen (Guidance director) Andre Newton (Behavior Specialist) District Psychologist Ms. Nesbitt (Social Worker) 2. Dana Allen (Guidance director) Andre Newton (Behavior Specialist) District Psychologist Ms. Nesbitt (Social Worker) 3. Dana Allen (Guidance director) Andre Newton (Behavior Specialist) District Psychologist Ms. Nesbitt (Social Worker)	1. Monitoring of CAP (IS) 2. Integrate CAP to help maintain students academic focus, while correcting behavioral misconduct. 3. School Incident Report and Conflict mediation strategy.	1. School Incident Report. 2. Customer Climate Survey by students, teachers and parents. 3. AES Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will be trained on how to effectively implement behavior modification and intervention strategies.	Effective Classroom Processes	PLC Leadership Committee	Begins pre-planning 2009 and ends May 2010.	Monthly PLC meetings and Group Reflection Log	PLC Leadership Committee
The PLC's will focus on reading and writing and use data to meet the individual needs of students.	Writing Across the Curriculum	PLC Leadership Committee	Begins pre-planning 2009 and ends May 2010.	FCAT results	PLC Leadership Committee
Share and refine outcomes, look at student work in order to address academic needs in all subject areas.	Florida Continuous Improvement Model	All instructional staff	Begins pre-planning 2009 and ends May 2010.	Shared best practices presentation	PLC Leadership Committee Charisse Mosley (AP)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Curriculum program will offer various pathways to meet specific needs of students who are progressing towards graduation: APEX Learning Software	District	\$0.00
Formative assessments will be used to gage student strengths and weakness in preparation for the FCAT: FCAT Explorer	District	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Pinnacle: Description of Resources Attendance monitoring system/Parent viewer School website Parent link	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Share and refine outcomes, look at student work in order to address academic needs in all subject areas: PDD Waiver	District	\$0.00
Teachers will be trained on how to successfully implement behavior modification and intervention strategies: PDD Waiver FCIM Dart Plan	District	\$0.00
The PLC's will focus on reading and writing and use data to meet the individual needs of student: PDD Waiver	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Motivate and engage students in reading beyond the standard curriculum Accelerated Reader	School Budget	\$6,500.00
Reading	Assists students with building correct structural sentences and grammatically correct phrases. Focus of Grammar	School Budget	\$1,000.00
Reading	Provide students an all inclusive reading, writing and language program. EDGE/Shining Star/ACT Prep./Topics from the Restless/Reading XL	School Budget	\$5,000.00
Mathematics	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards graduation: Curriculum Software (Apex)	District Budget	\$0.00
Mathematics	Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	\$1,000.00
Writing	Increase graduation rates: ACTonlineprep	School budget	\$510.00
Writing	Increase scores to 15 and above on the ACT: ACT workbooks	District budget	\$0.00
Writing	Capture students in danger of not receiving a high school diploma: APEX online	District funding	\$0.00
Parental Involvement	Curriculum program will offer various pathways to meet specific needs of students who are progressing towards graduation:APEX Learning Software	District	\$0.00
Parental Involvement	Formative assessments will be used to gage student strengths and weakness in preparation for the FCAT: FCAT Explorer	District	\$0.00
			Total: \$14,010.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Increase FCAT Reading scores: Compass Odyssey	District Budget	\$0.00
Reading	To provide resources and practice activities to increase reading skills: EDGE Online	District Budget	\$0.00
Reading	To provide instructional resources for students and staff: BEEP	District Budget	\$0.00
Reading	Increase language acquisition for ELL students: Ellis	School Budget	\$1,000.00
Reading	To utilize digital tools for instructional delivery and assessment: Multi-media Cart, Laptop, Reading Lab, Wireless Cart	School Budget	\$10,000.00
Reading	To progress monitor students: FAIR Assessment	State Budget	\$0.00
Reading	To input and monitor student data: Virtual Counselor	District Budget	\$0.00
Mathematics	Curriculum program will offer various pathways to meet specific needs of students who are progressing towards graduation: Apex Learning Software	District Budget	\$0.00
Mathematics	A wireless laptop cart will be utilized to assist teachers with diagnosing and remediating students math skills: Understanding Math Plus	School Budget	\$10,000.00
Writing	Increase FCAT Reading scores: Compass Learning	District budget	\$0.00
Writing	Internet/Research	District budget	\$0.00
Writing	Word Document/Type Essays	School budget	\$0.00
Science	Apex	District	\$0.00
Pinnacle: Description of Resources			

Parental Involvement	Attendance monitoring system/Parent viewer School website Parent link	District	\$0.00
			Total: \$21,000.00
<b>Professional Development</b>			
Goal	Description of Resources	Funding Source	Available Amount
Reading	To increase staff knowledge building, classroom effectiveness, and learning. PDD/PLC	School Budget	\$1,000.00
Reading	To increase staff knowledge and proficiency to assist with progress monitoring students FAIR Assessment Training	District Budget	\$0.00
Mathematics	Teachers will be trained by Math Coach on how to successfully implement pre-writing strategies and graphic organizers to increase students' communication proficienc: Math Coach's Institute	District Budget	\$0.00
Mathematics	The PLC will focus on FCAT Writing, FCAT short and extended responses for Math and use data to meet the individual needs of student: PLC Facilitation	District Budget	\$0.00
Writing	Initiate learning communities, develop a focus, examine data in order to increase student achievement: 8 PDD's	School budget/district	\$1,000.00
Parental Involvement	Share and refine outcomes, look at student work in order to address academic needs in all subject areas:PDD Waiver	District	\$0.00
Parental Involvement	Teachers will be trained on how to successfully implement behavior modification and intervention strategies: PDD Waiver FCIM Dart Plan	District	\$0.00
Parental Involvement	The PLC's will focus on reading and writing and use data to meet the individual needs of student: PDD Waiver	District	\$0.00
			Total: \$2,000.00
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
Science	Lab Resources	District Science Department	\$500.00
			Total: \$500.00
			Final Total: \$37,510.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/2/2009 3:31:32 PM)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

Pinnacle Café (where parents are taught how to monitor their students grades)  
Implement, monitor and evaluate the SIP  
Decide how SIP funds are spent  
Perform functions as prescribed by regulations of the School Board of Broward County  
Partnership Breakfast

## SAC Members

### Members

- 1) Linda Thomas, Principal
- 2) Olga Wilson, SAC Chair
- 3) Bori Lenard, SAC Chair
- 4) Rebecca Nelson, Student
- 5) Darlene Holland, Teacher
- 6) Daryl Wolf, Business Member
- 7) David Delancy, Business Member
- 8) Gayle Holland, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHI DDON RODGERS EDUCATION CENTER 0452													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 313 Math: 310		2008-2009 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	87	N	84	N	10	N	25	N	60	68	Y	7		N		N	90	NA	94	75	NA	9	NA	23	NA		
WHITE		NA		NA		NA		NA						NA		NA					NA						
BLACK	88	N	84	N	9	N	24	N	58	66	Y	6		N		91	NA		76	NA	7	NA	23	NA			
HISPANIC		NA		NA		NA		NA						NA		NA				NA							
ASIAN		NA		NA		NA		NA						NA		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA							
ECONOMICALLY DISADVANTAGED	89	N	87	N	12	N	28	N	66	73	Y	7		N		88	NA	93	72	NA	10	NA	25	NA			
ENGLISH LANGUAGE LEARNERS	93	N	90	N		N	33	N	22	26	Y			N					67	NA	6	NA	33	NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA		NA				NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHI DDON RODGERS EDUCATION CENTER 0452													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 401 Math: 399		2007-2008 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	89	N	84	N		N	6	N	52	60	Y	18	7	N		NA			94	NA	11	NA	28	NA			
WHITE		NA		NA		NA		NA						NA		NA				NA							
BLACK	89	N	84	N		N		N	48	58	Y	14	6	N		NA				NA	10	NA	28	NA			
HISPANIC		NA		NA		NA		NA						NA		NA				NA							
ASIAN		NA		NA		NA		NA						NA		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA							
ECONOMICALLY DISADVANTAGED	89	N	85	N		N	7	N	48	66	Y	11	7	N		NA		93	NA	10	NA	28	NA				
ENGLISH LANGUAGE LEARNERS	91	N	86	N		N		N	28	22	N	11		N		NA				NA		NA	31	NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA		NA				NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHI DDON RODGERS EDUCATION CENTER 0452													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 356 Math: 348		2006-2007 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	74	N	72	N		N		N	45	52	Y	29	18	N		NA		85	NA	17	NA	41	NA				
WHITE		NA		NA		NA		NA				NA	40	27	NA		NA			NA							
BLACK	74	N	72	N		N		N	47	48	Y	29	14	N		NA		85	NA	18	NA	41	NA				
HISPANIC		NA		NA		NA		NA				NA	27	71	NA		NA			NA							
ASIAN		NA		NA		NA		NA						NA		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA					50	NA		NA				NA							
ECONOMICALLY DISADVANTAGED	76	N	73	N		N		N	47	48	Y	12	11	N		NA		84	NA	16	NA	34	NA				
ENGLISH LANGUAGE LEARNERS	86	N	87	N		N		N	25	28	Y	18	11	N		NA		84	NA	23	NA	42	NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA		NA				NA							

## SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				
Points Earned						0
Percent Tested = 0%						
School Grade						
						Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
						If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
						Percent of eligible students tested
						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				
Points Earned						0
Percent Tested = 0%						
School Grade						
						Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
						If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
						Percent of eligible students tested
						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				
Points Earned						0
Percent Tested = 0%						
School Grade						
						Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
						If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
						Percent of eligible students tested
						Grade based on total points, adequate progress, and % of students tested